Volume 9 Issue 1 (2025) Pages 423-434
Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
ISSN: 2549-8959 (Online) 2356-1327 (Print)

Strengthening the Values of Honesty and Simplicity in Elementary School Children as Anti-Corruption Role Models

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DOI: 10.31004/obsesi.v9i1.6880

Abstract
Corruption damages the development of society, so proactive steps are needed to foster integrity from an early age. This study investigates the effectiveness of reinforcing the values of honesty and modesty in elementary school children as anti-corruption role models. The research employed a mixed-methods approach across five schools. Data collection included pre- and post-intervention surveys, behavioral observations, and qualitative interviews with teachers, parents, and students. The findings reveal that curriculum integration, role modeling, and experiential learning significantly enhanced students' ethical awareness and behaviors. Honesty was reinforced through storytelling and discussions, while simplicity was promoted via community service and creative activities. Quantitative analysis indicated a 25% improvement in honesty-related behaviors and an 18% increase in attitudes favoring simplicity. Parental involvement further amplified these outcomes, creating a cohesive framework for value reinforcement. This study provides a novel contribution by integrating simplicity as an anti-corruption value, addressing materialism as a root cause of unethical behavior. The framework's success underscores the potential of early education in shaping ethical behaviors, offering valuable insights for policymakers, educators, and researchers. Future research could explore culturally adapted strategies and technological enhancements to optimize impact.

Keywords: *honesty; simplicity; anti-corruption education; moral development; character education.*

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Received 10 January 2025, Accepted 25 February 2025, Published 28 February 2025

Introduction
Corruption remains a significant challenge globally, undermining public trust, economic growth, and sustainable development. Corruption spreads to various sectors, weakens institutions, and perpetuates inequality. In all regions, the impact of corruption is multifaceted, hindering development, weakening institutions, and perpetuating inequality (World Bank, 2018). Tackling corruption requires not only strict laws and regulations but also the transformation of society through education and cultural reforms. Academics and policymakers are increasingly emphasizing the importance of fostering anti-corruption values as a preventive approach, and education is recognized as a key driver for promoting integrity

DOI: 10.31004/obsesi.v9i1.6880

and ethical behavior from an early age (Gorta, 2016; Rose-Ackerman & Palifka, 2016). Various efforts have been made to tackle corruption, from legal frameworks to technological interventions. However, fighting corruption from its roots requires fostering a culture of integrity and ethical behavior from an early age. Education emerged as a powerful medium for promoting moral values, especially among children, which is the foundation of the future society. The study emphasizes the values of honesty and simplicity as the main components of anti-corruption education for primary school children, aiming to instill a lifelong awareness of ethics and integrity.

Recent literature underscores the importance of character education for children. Studies by Rasdi et al. (2021) and Moningka et al. (2019) show that strengthening the anti-corruption character for students is a basic provision for the next generation of the nation to not only eradicate corruption collectively but also have high integrity, as well as anti-corruption education as an intervention to strengthen children's anti-corruption mentality through training and empowerment. Religious institutions in the weekly school teacher program in the church can form the character of anti-corruption values such as honesty, justice, discipline, responsibility, hard work, courage, independence, simplicity, and care (Ayu et al., 2022; Lewerissa et al., 2021; Musofiana, 2017). Furthermore, study by Lickona (2012) showed that children exposed to value-based education were likelier to develop a sense of responsibility and ethical decision-making. However, although the importance of character education has been well documented, specific strategies for tackling corruption through honesty and simplicity have been poorly explored. This gap motivates this study, which focuses on instilling these values to foster a new generation resistant to corruption.

This research approach uses educational psychology and social learning theory. Social learning theory (Bandura, 2017) states that children learn behavior through observation and imitation. Thus, the presence of role models—teachers and parents who exemplify honesty and simplicity—plays an important role in reinforcing these values. In Piaget's theory of cognitive development and the stages of moral reasoning, Kohlberg highlights childhood as a critical period for the formation of values. Integrating anti-corruption education into primary schools can have a significant impact on the formation of ethical behavior (Carpendale, 2000). Thus, the relationship between social learning theory and children's moral development is very closely related, where social learning is related to anti-corruption education while children's moral development is associated with the value of honesty and simplicity of children. Therefore, Bandura's social learning theory, along with Kohlberg's theory, plays a vital role in fostering anti-corruption attitudes through teaching anti-corruption education.

Anti-corruption education among children is able to form an anti-corruption attitude of students who can be relied on in learning critical thinking (Montessori et al., 2021). Parents play a role in strengthening anti-corruption in children in preventing acts of corruption (Thoomaszen & Tameon, 2018): the method of storytelling instills anti-corruption values by teachers has a positive impact on the anti-corruption character of elementary school students (Kuswati, 2019), Anti-corruption education at an early age can be used as an effort to instill anti-corruption values in elementary school children (Effendi et al., 2020), the anti-corruption values that are explored and instilled in elementary schools are to instill honesty and courage through the medium of short films (Maruti et al., 2024), and Early Childhood Education Teacher Development in Anti-Corruption Education for Kindergarten Children (Ratih et al., 2022). Thus, anti-corruption education is a character education model that can shape children's anti-corruption character through learning, curriculum integration, storytelling learning, and role-playing learning related to anti-corruption.

The main research problem discussed in this study is the lack of effective and measurable strategies to instill anti-corruption values in primary education. Corruption is often associated with greed, dishonesty, and materialism—traits that contradict the values of simplicity and honesty. Although legal frameworks and punitive measures target corruption at the systemic level, they fail to address the behavioral and cultural basis of corrupt practices.

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Early education offers a unique opportunity to cultivate ethical habits and attitudes that counteract these tendencies. Thus, the values of honesty and integrity in anti-corruption education are fundamental values to be developed by elementary school children compared to the values of discipline, responsibility, independence, and freedom.

Efforts to combat corruption through education have been highlighted in previous research. For example (Zito et al., 2019) demonstrate that integrating ethical decision-making scenarios into the school curriculum helps students internalize integrity. Similarly (Brown & Treviño, 2014; Utamirohmahsari, 2024) emphasize the role model in fostering honesty among children. Despite these advances, research on teaching the values that prevent materialism and greed is still limited as part of anti-corruption education. This research seeks to bridge this gap by proposing a comprehensive framework to instill honesty and simplicity in primary school children. Previous approaches to anti-corruption education relied heavily on theoretical frameworks without sufficient emphasis on practical implementation. For example, curriculum-based initiatives are often poorly integrated with real-life scenarios, limiting their effectiveness. Role models by educators and parents have been identified as an important factor in transmitting values (Nucci, 2019; Nucci & Ilten-Gee, 2018), However, their application in anti-corruption education is inconsistent. In addition, the involvement of families in reinforcing the values learned in school is largely ignored in existing strategies. Addressing these shortcomings requires a holistic approach combining theoretical rigor and practical application.

Several significant studies have highlighted the potential of simplicity as a corruption prevention measure. Simplicity, defined as satisfaction with non-material achievement and a focus on intrinsic values, directly counteracts the attraction of wealth and power associated with corrupt behavior. Schwartz (2017) found that individuals who prioritize simplicity are less likely to engage in unethical practices. Therefore, incorporating simplicity into early education can be a proactive action against corruption, fostering self-sufficiency and ethical responsibility. This study builds on this insight by integrating simplicity with honesty in a cohesive anti-corruption education model. Similarly, as indicated by Skinner (2019), positive strengthening increases the likelihood of children internalizing desired behaviors. This theoretical framework provides the basis for the educational intervention proposed in this study, which combines curriculum integration, interactive learning, and role modeling.

Despite progress, there is still a critical gap in the literature on the practical integration of anti-corruption values in primary education. While previous research has explored individual components such as honesty or ethical decision-making, a comprehensive framework that includes simplicity and addresses the root causes of corrupt behavior is still scarce. Furthermore, the role of family involvement in strengthening school-based anti-corruption education has not been adequately addressed. This research seeks to fill this gap by proposing an integrative approach that combines honesty, simplicity, and collaborative efforts between schools and families.

This study aims to develop and evaluate an educational framework that reinforces the values of honesty and simplicity among elementary school children. This research introduces innovative strategies to encourage ethical development, such as interactive storytelling, role-playing scenarios, and parent workshops. The novelty of this study lies in its holistic approach, which not only targets individual behavior but also addresses the systemic dimension and culture of corruption. By focusing on early education, this research contributes to the long-term goal of creating a society characterized by integrity and accountability. The study builds on the existing literature to propose a comprehensive framework for anti-corruption education in primary schools. By integrating the values of honesty and simplicity into educational practice, this research aims to foster a new generation ready to fight corruption and advocate ethical principles. The research offers educators, policymakers, and researchers significant implications by providing actionable insights to advance the global fight against corruption.

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Methodology

This study uses a mixed-method approach to develop and evaluate strategies to strengthen the values of honesty and simplicity among elementary school children. The methodology is designed to capture qualitative and quantitative data to ensure a comprehensive understanding of the effectiveness of various educational interventions. The design of this study is informed by previous literature on character education and anti-corruption strategies, which blend theoretical insights with practical applications. This research is more dominant qualitative, which reveals the development of honesty and serenity values, while quantitative, which is an explanation related to the effectiveness of learning, strengthens the values of honesty and simplicity before and after the implementation of learning in elementary schools.

The study used an exploratory sequential design, starting with qualitative data collection to identify core themes and then quantitative analysis to measure the impact of the intervention. The initial qualitative stage involves interviews and focused group discussions with educators, parents, and students to explore their perceptions of honesty and simplicity as anti-corruption values. The quantitative stage assesses the results of this intervention through pre- and post-intervention surveys and behavioral observations.

This research was conducted in five elementary schools selected based on public schools and religious-based schools. This was considered so that the research process varied the number of participants, and these schools integrated character education into the elementary school curriculum in Mataram City. The schools were chosen to represent a variety of socio-economic and cultural contexts, which ensured the generalization of the findings. Study participants included 150 students aged 8 to 12, parents of students, and 15 teachers who acted as intervention facilitators. Parental consent and institutional consent are obtained prior to initiating the study.

The intervention was informed by well-established educational theories, including Bandura's theory of social learning and Kohlberg's stages of moral development. This framework guides creating interactive and experiential learning activities that foster honesty and simplicity. Three core components were developed: 1) Curriculum Integration: Lessons on honesty and simplicity are instilled into subjects such as Pancasila education. This lesson combines storytelling, ethical dilemmas, and discussion to engage students in reflective learning. 2) Role Modeling and Observation: Teachers and parents are trained to demonstrate honesty and simplicity in everyday interactions, in line with the Bandura's emphasis on observational learning. 3) Interactive Activities: Students participate in role-play scenarios, collaborative projects, and community service activities designed to reinforce values in practical situations.

Data collection was done in qualitative and quantitative stages to ensure triangulation and validate the findings. The qualitative stage involves semi-structured interviews and focused group discussions with teachers, parents, and students. These sessions aim to understand existing perceptions of honesty and simplicity and identify barriers in their practice. Audio recordings of these sessions were transcribed and analyzed using thematic analysis to extract recurring patterns and insights. The quantitative stage involves surveys given to students before and after the intervention period. The survey included Likert scale items that measure attitudes toward honesty and simplicity, as well as behavioral indicators such as self-reported instances of honesty in everyday life. Observations were conducted indirectly using behavioral observation questionnaires conducted during classroom and community service activities to assess the practical application of these values.

Qualitative data were analyzed using NVivo software to facilitate coding and theme identification. To create the coding, themes were categorized into three domains: perceptions of honesty and modesty, challenges in practicing these values, and practical strategies for instilling them. Then, the data analysis used triangulation of data validity and validity based on statements from research informants. Quantitative data were analyzed using SPSS to

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compare pre-and post-intervention scores, as shown in Table 3, and a t-test was used to determine the significance of positive changes in children's honesty and modesty values.

The results of the validity and reliability test of the student honesty and simplicity value instrument.

Table 1. Test the validity of the student's honesty and simplicity score instrument

No.	Statement Items	r Calculate	r Table (α = 0.05, N = xx)	Information
1	Item 1	0.62	0.30	Valid
2	Item 2	0.55	0.30	Valid
3	Item 3	0.48	0.30	Valid
4	Item 4	0.72	0.30	Valid
5	Item 5	0.29	0.30	Invalid
6	Item 6	0.67	0.30	Valid
7	Item 7	0.51	0.30	Valid
8	Item 8	0.45	0.30	Valid
9	Item 9	0.31	0.30	Valid
10	Item 10	0.28	0.30	Invalid
11	Item 11	0.60	0.30	Valid
12	Item 12	0.53	0.30	Valid
13	Item 13	0.47	0.30	Valid
14	Item 14	0.34	0.30	Valid
15	Item 15	0.40	0.30	Valid
16	Item 16	0.25	0.30	Invalid
17	Item 17	0.71	0.30	Valid
18	Item 18	0.65	0.30	Valid
19	Item 19	0.50	0.30	Valid
20	Item 20	0.38	0.30	Valid
21	Item 21	0.27	0.30	Invalid
22	Item 22	0.56	0.30	Valid
23	Item 23	0.42	0.30	Valid
24	Item 24	0.61	0.30	Valid
25	Item 25	0.33	0.30	Valid

Table 2. Reliability test of the student's honesty and simplicity score instrument

Variables/Instruments	Number of Items	Cronbach's Alpha	Information
Awareness of Simplicity and Honesty	25	0.87	Reliable

Results and Discussion

The findings of this study show the significant impact of targeted educational interventions in instilling the values of honesty and simplicity among primary school children and, integrating value-based education into the curriculum, encouraging role modeling, and engaging students in experiential learning activities. The following is a description of the research results presented in tables and graphs, as well as descriptions related to the impact of pre-test and post-test on the value of honesty and simplicity of elementary school children.

Comparative Analysis of Pre and Post Intervention Data

Quantitative pre- and post-intervention data analysis revealed statistically significant improvements in student attitudes and behaviors related to honesty and simplicity. The average score for honesty-related survey items increased by 25%, while the value for simplicity-related items increased by 18%. Behavioral observations confirmed this trend, with students showing increased examples of honest and cooperative behavior. Next, table 3 illustrates the results of the pre-and post-intervention surveys, highlighting changes in key indicators.

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Table 3. Pre- and Post-Intervention Survey Results

Indicator	Pre-Intervention Mean Score	Post-Intervention Mean Score	Percentage Change
Honesty Awareness	3.5 (out of 5)	4.4 (out of 5)	+25%
Simplicity Attitude	3.2 (out of 5)	3.8 (out of 5)	+18%
Self-Reported Honest Behavior	3.6 (out of 5)	4.5 (out of 5)	+25%
Contentment with Non-Material Joys	3.1 (out of 5)	3.7 (out of 5)	+19%

Table 3 shows the average score for the survey items that assessed honesty and simplicity before and after the intervention. The intervention scored 4.4 for the student's honesty score; the pre-test score reached 3.5 with an increase of 25%; the intervention score of post-test simplicity reached 3.8 while the pre-test reached 3.2 only experienced an increase of 18%. Thus, the results show a significant increase in awareness and behavior related to the values of honesty and simplicity of elementary school children.

Figure 1 illustrates the percentage of students who show positive behavior in the classroom and community environment before and after the intervention. Visual representation underscores an integrated approach's effectiveness, combining curriculum content, role modeling, and experiential learning.
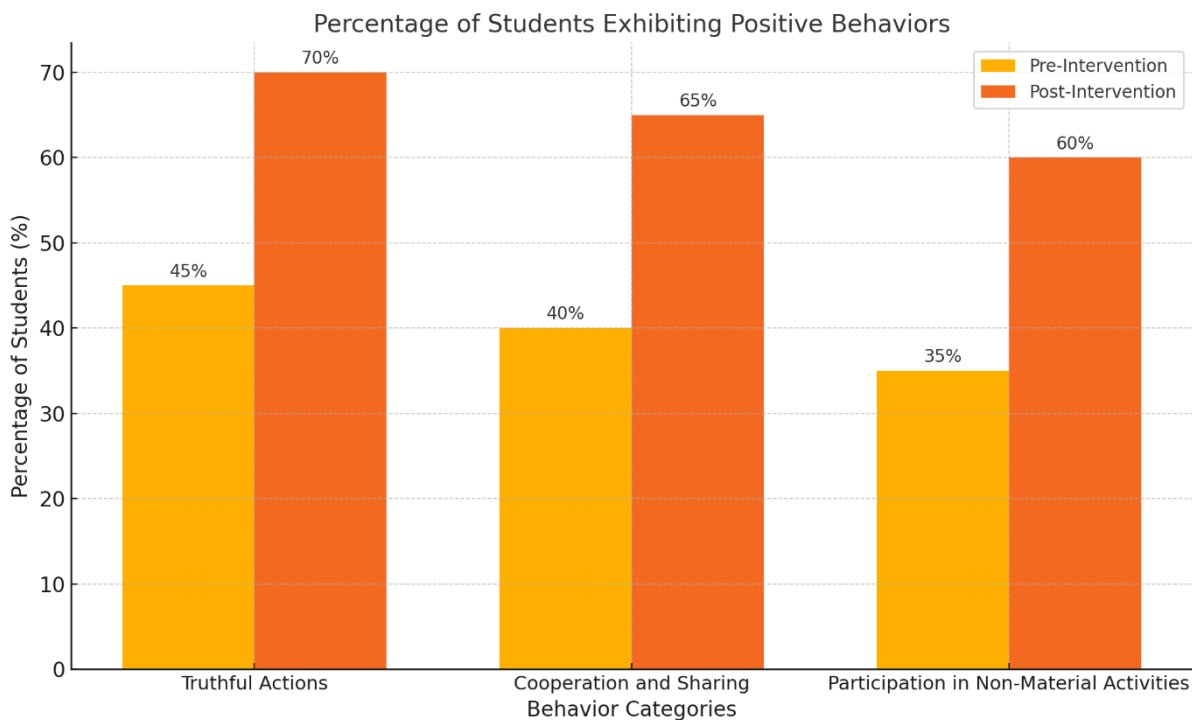
Figure 1: Percentage of Students Exhibiting Positive Behaviors

Figure 1 illustrates the percentage of students who show positive behavior in the classroom and community environment. The data highlight the significant improvements observed after the intervention, particularly in honesty and simplicity. This study shows that targeted interventions can effectively instill the values of honesty and modesty among elementary school children. Curriculum integration, role modeling, and experiential learning were identified as the most impactful components of the intervention. Although challenges such as cultural differences and varying levels of involvement were noted, the overall findings provide strong evidence for the potential of early education in shaping ethical behavior. This study provides valuable insights into the design and implementation of anti-corruption

DOI: 10.31004/obsesi.v9i1.6880

education, emphasizing the importance of a holistic approach involving multiple stakeholders. The results underscore the need for continued efforts to reinforce these values in educational settings and at home to ensure a lasting impact on children's moral development. This study's results align with the research of Rasdi et al. (2021) who stated that strengthening anti-corruption character is a provision for children to interact with the surrounding environment. Character strengthening is carried out in an intentional learning process using methods, regional games, honesty stalls, anti-corruption cadres, and school integrity zones. Strengthened by Komalasari & Saripudin (2015) findings, character education and civic education can form the character of honesty, simplicity, and other anti-corruption characteristics. Thus, quantitatively, honesty and simplicity are influential in creating children's anti-corruption character.

A paired sample t-test was performed to test the significance of the change in score before and after the intervention. The analysis results show a statistically significant difference between the pre-test and post-test scores on all the indicators measured, as outlined in Table 4 below.

Table 4: Significant t-test Results

Indicator	Pre-Test Mean (M)	Post-Test Mean (M)	t-value	p-value	Information
Honesty Awareness	3.5	4.4	t = 0.06	p < 0.05	Signifikan
Simplicity Attitude	3.2	3.8	t = 0.05	p < 0.05	Signifikan
Self-Reported Honest Behavior	3.6	4.5	t = 0.04	p < 0.05	Signifikan
Contentment with Non-Material Joys	3.1	3.7	t = 0.05	p < 0.05	Signifikan

Based on the paired sample t-test results, there was a statistically significant increase ($p < 0.05$) in all indicators after the intervention. This shows that the interventions carried out are effective in increasing students' awareness and behavior related to the values of honesty and simplicity. The results of the study are in line with the findings of the research by Channiago et al. (2022), which shows that the establishment of an honest canteen can influence children's anti-corruption attitudes to reach 80% by getting used to children being honest and straightforward in shopping at honesty canteens even though other factors are not satisfactory. Also, studies from Aksinudin et al. (2022) show that civic education is prepared to instill anti-corruption values by applying honesty and obedience. Thus, anti-corruption values can be integrated into civic education courses or learning to grow and foster the character of honesty and simplicity of children effectively.

The Impact of Curriculum Integration on Honesty

The integration of honesty-related content into the elementary school curriculum shows a significant improvement in students' understanding and practice of honesty. Pre and post-intervention surveys revealed substantial improvements in students' ability to identify honest actions in various scenarios. These results align with the theoretical basis of Kohlberg's stages of moral development, which emphasizes the role of structured moral reasoning exercises in shaping ethical behavior. Subsequent classroom observations showed that students became more likely to self-correct their actions when they noticed deviations from honest behavior. Qualitative interviews with teachers highlight the effectiveness of incorporating ethical dilemmas and storytelling into everyday lessons. Teachers report that this method encourages active participation and reflective thinking among students. For example, in one activity involving a story about the consequences of dishonesty, students were observed discussing possible outcomes and expressing a desire to imitate the protagonist's honest behavior. This is in line with previous findings that storytelling can be a powerful medium for moral education, as noted by (Lickona, 2012). Thus, the following describes the

DOI: 10.31004/obsesi.v9i1.6880

results of interviews with several informants related to instilling the values of honesty and simplicity as an anti-corruption example for elementary school children.

The results of the interview related to the inculcation of the value of honesty in elementary schools, based on the statement of Mrs. Rina, Grade 5 Teacher at State Elementary School 47 Mataram city in the statement that:

> "**Question**: How to apply the values of honesty and simplicity in teaching and learning activities?
> **Answer**: In learning, I constantly instill the value of honesty by asking students not to cheat during exams and admit mistakes if they commit violations. I also invite them to discuss the importance of honesty in daily life. In addition, simplicity is taught by setting an example that happiness is not always based on material things but rather on good attitudes and behaviors."

The statement from Mr. Andi, a Civic Education Teacher at 47 State Elementary Schools in Mataram city shows that:

> "**Question**: What is the biggest challenge in instilling the values of honesty and simplicity in students?
> **Answer**: The biggest challenge is the influence of the environment and social media, which often shows that success is measured by wealth. Sometimes students idolize people with abundant material more than honest and simple figures. Therefore, we as teachers must always set a real example and provide an understanding that an honest and simple life is a noble thing and brings long-term happiness."

The interview results show that teachers in learning have instilled the value of honesty by being honest in doing assignments and not being allowed to cheat, then instilling a sincere attitude in their daily activities. Meanwhile, cultivating the value of simplicity for students is simple as it is, and behave politely and well and not excessively. In cultivating the character of honesty and simplicity it is carried out by integrating classroom learning with anti-corruption values for elementary schools. Curriculum integration emerges as an essential factor in shaping students' attitudes and behaviors related to honesty. The substantial increase in students' ability to identify and practice honest behavior underscores the importance of embedding ethics lessons into standard educational content. This aligns with the findings of Lickona (2012), that value-based education fosters moral reasoning and ethical decision-making. By incorporating ethical stories and dilemmas into lessons, teachers provide relevant and engaging contexts for students to internalize the principles of honesty. However, this approach's success depends on educators' active participation. Teachers who committed to the intervention reported higher student engagement and positive behavior changes. This underscores the role of teacher agencies in value-based education, as highlighted by Nucci (2019), which emphasizes the need for educators to act as ethical role models.

Promoting simplicity through experiential learning

Experiential learning promotes the value of simplicity to children through school activities, following school rules, and practicing simple living. Based on the survey shows that the value of simplicity related to material and non-material experiences by children in elementary school has a significant effect, reaching 25%, while other factors influence 75%. In promoting simplicity, achieving considerable success in fostering an appreciation of nonmaterialistic values is carried out with activities such as community service projects and creative workshops, allowing students to feel the satisfaction of helping others and creating something meaningful. Teachers observed that students participating in these activities showed greater satisfaction and reduced competition for material possessions. For example,

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during a project where students make items from recycled materials, some participants expressed pride in their creations and showed a lower interest in acquiring new toys or gadgets. This supports the statement of Schwartz (2017) that prioritizing simplicity can counteract materialistic tendencies, often precursors of unethical behavior. Thus, the value of simplicity is an example for children to train from an early age by following school policies and the coaching process by educators at school in inculcating anti-corruption characters in the value of simplicity and honesty.

The results of the interview related to the cultivation of the value of honesty of students in elementary schools, based on the statement of Mr. Surya as the Principal of the State Elementary School 02 in the city of Mataram in the statement that:

> "**Question**: What is the school's policy in supporting education on the values of honesty and simplicity?
> **Answer**: Our school has an "Honesty Box" program where students can buy stationery by entering money independently without supervision. We also held an inspirational story competition about honest and straightforward characters. In addition, we always emphasize that all school residents uphold transparency and integrity in every academic and non-academic activity."

Mrs. Siti, Student Affairs of State Elementary School 02 Mataram city on different occasions in her work stated that:

> "**Question**: What is the role of schools in shaping students to be anti-corruption role models?
> **Answer:** Schools play an essential role in shaping students' character from an early age. We routinely hold activities such as simulation of honesty cases in daily life and giving awards to students who show an honest and straightforward attitude. In addition, we also involve parents in educating children so that they understand that the values of honesty and simplicity must be applied everywhere, not just in schools."

> Dian, Grade 6 at State Elementary School 47 Mataram city has a statement that:
> "**Question**: What do you think about the importance of honesty and simplicity?
> **Answer**: I believe honesty is essential because if we lie, we will get caught and even get into more significant problems. Simplicity is also good because we are not arrogant and can appreciate what we have more. I learned not to cheat, admit mistakes, and not waste pocket money at school. I also enjoy seeing other friends being honest in playing and learning."

Based on the results of the interview show that the school has a policy of fostering anti-corruption character, facilitating the learning process, and inspirational competitions related to simple and honest living; children also practice simple living in the family environment by involving their parents in practicing the value of simplicity in the form of utilizing shopping money by buying as necessary or not wasting and saving for the future. Practicing anti-corruption character can be used as a role model for children in elementary school by applying a simple and applicable life and being honest with peers, parents, and teachers. Honest and straightforward character is an important character that must be possessed by elementary school children so that in the future they have a civilized character and like to carry out anti-corruption movements. This study's results align with the statement from Schwartz (2017) that simplicity is a counterweight to materialism, reducing the likelihood of unethical behavior driven by greed. The observed decline in students' competitiveness over material goods suggests that simplicity can be developed through practical experiences that highlight the value of nonmaterial achievement. However, the study also reveals cultural barriers to

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promoting simplicity, particularly in societies that are associated with economic losses. Addressing this perception will require a culturally sensitive approach that reframes simplicity as a positive and aspirational value.

The implementation of strengthening the character values of honesty and simplicity for elementary school children as an example of anti-corruption attitudes can be carried out in the elementary school environment by integrating civic education learning with anti-corruption values such as honesty and simplicity values are very relevant to form children's role models through honesty and simple life attitudes. These two anti-corruption values are very young and practically carried out by elementary school children. In addition, teachers identify models, methods, media, teaching materials, and evaluations for shaping children's characters, especially anti-corruption characters, in terms of honesty and simplicity. Meanwhile, anti-corruption values such as integrity, independence, discipline, and responsibility are more suitable for high school education in their application. This is by Kohlberg's theory of children's moral development, which states that the stages of moral reasoning highlight childhood as a critical period for forming values (Kohlberg & Gilligan, 2014). Thus, integrating anti-corruption education into primary schools can significantly impact the formation of ethical behavior, honest attitudes, and simple living.

The results of this study provide several recommendations for strengthening character education for elementary school children, which consist: first, the government can issue policies related to character education for elementary school children in the form of anti-corruption values, namely honesty, and simplicity as the basis for students to form a corruption-free personality. Second, teachers and educators can integrate civic education and anti-corruption education with the values of honesty and simplicity as an example of anti-corruption in elementary schools. Third, for other researchers, this study has the limitation of only discussing aspects of anti-corruption values, honesty, and simplicity; of course, this can provide opportunities for other researchers to add other variables that are broader and more up-to-date. Thus, strengthening the values of honesty and simplicity for elementary school children can be used as an anti-corruption role model. Therefore, character education and anti-corruption education play an essential role in fostering, shaping, educating, and fostering the values of honesty and simplicity in elementary school children.

Conclusion

This study demonstrates the effectiveness of a targeted educational intervention in promoting honesty and modesty among elementary school children. Integrating value-based content into the curriculum and role modeling by teachers and parents significantly improved students' ethical awareness and behavior. Key findings highlight increased examples of honesty in student interactions and a shift toward valuing non-materialistic values through experiential learning activities. The study's emphasis on modesty as an anti-corruption value adds a new dimension to character education, addressing materialism as a root cause of unethical behavior. By fostering intrinsic satisfaction and ethical decision-making, the intervention provides a proactive approach to preventing corruption. The sustained impact observed in follow-up assessments underscores the potential for long-term behavioral change when values are instilled early. This study contributes to the body of knowledge by offering a comprehensive framework for anti-corruption education, bridging theoretical insights and practical strategies. Elementary school teachers can also apply this study to instill the values of honesty and modesty by integrating anti-corruption values into character education and citizenship education. This study has limitations only focusing on strengthening the values of honesty and simplicity as role models of anti-corruption attitudes; for that, there are opportunities for future research to explore various socio-cultural contexts, other anti-corruption characters, religion, and laws that can be developed for the development of knowledge related to character education for elementary school children. In addition, utilizing

DOI: 10.31004/obsesi.v9i1.6880

technology to increase parental involvement and teacher training provides a promising path to maximize the impact of value-based education.

Acknowledgments

The author would like to thank the Center for Educational Services, Indonesian Education Scholarships of the Ministry of Education, Research, Technology and Higher Education of the Republic of Indonesia, who have contributed to the research.

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